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VOL. XII.

ST. LOUIS, SEPT., 1879.

No. 9.

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AMERICAN JOURNAL OF EDUCATION

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ST. LOUIS, SEPTEMBER, 1879.

J. B. MERWIN,.....} Editors.
R. D. SHANNON,.....}

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ALL matter intended for publication in this journal must be in the hands of the printer by the 20th of the month preceeding date of issue.

In cultivating the intellect, we should bear in view that external nature is as directly adapted to our different intellectual powers as light is to the eye; and that the whole economy of our constitution is arranged on the principle that we shall study the qualities and relations of external objects, apply them to our use, and also adapt our conduct to their operation.

Iowa Superintendency.

This fall Iowa elects county school superintendents. More than ever we find a disposition to retain incumbents wherever they have done well. We heartily commend this course.

Three serious defects in the county supervision of Iowa and other States demand attention.

1. The county superintendency should be an *employment* and not an office. The menace of a popular election is fatal to the highest efficiency.
2. The term should be four years instead of two. Those counties that keep their superintendents longest are found in nearly all cases to be in the best condition educationally.
3. Superintendents should be required to *examine*, not visit, schools. Visiting schools is nearly always a sham.

The Iowa superintendents are doing a grand work; but with the three improvements suggested, their efficiency would be doubled.

We mean nothing personal to Iowa; other States equally need these improvements. But Iowa does so much that is excellent, that we feel that she ought to do more.

—The catalogues of the three Missouri State Normal Schools show a grand work done during the past year, and indicate bright prospects for the future. For catalogues of these schools address:

Pres. J. Baldwin, Kirksville, Mo.
Pres. G. L. Osborne, Warrensburg.
Pres. C. H. Dutcher, Cape Girardeau, Mo. The Kirksville school opens Sept 9; the Warrensburg and Cape Girardeau schools open Sept. 2.

The subject of Physiology is but little understood, but it must be taught in the schools. The objection urged is, that we have no time for it. But the fact is, if we do not study it, the laws of health when broken punish us so severely that we lose more time than would have been required to learn how to obey physical law—in addition to the pain suffered.

First or last, then, we must take the time and know the law and obey it, or suffer the penalty.

Missouri Normal Institutes.

Some twenty Normal Institutes, continuing from two to six weeks, were held during July and August. The results have been decidedly encouraging. No other instrumentality can do so much to advance popular education in the State.

Next year Missouri should hold Normal Institutes in 100 counties. Now is the time to make arrangements. This is easy in counties blessed with a *live teacher* for School Commissioner.

1. Let a meeting of the teachers of the county be called, and a Normal Institute Association formed.
2. Let the time, place, and length of institute be determined. The time should in no case be less than two weeks nor more than four. The place should be chosen with reference to good accommodations and cheap boarding.
3. For conductor a non-resident of the county should in all cases be secured. The selection of a master workman should be made at the earliest moment. The assistant should be chosen from the teachers of the county.
4. To pay expenses, each member will agree to pay from \$1 to \$3 annually, as may be decided. Each one signs an agreement to pay the incidental fee whether he attends or not. This agreement will be presented to every teacher in the county before the meeting of the institute.
5. Attendance will be strictly voluntary, but teachers must be qualified. It is not likely that persons who do not feel enough interest to spend two weeks to better fit themselves for teaching, will be found qualified. Mere school keepers and dead beats will be dropped, and true teachers will take their place. All will attend the institute.

Two years hence, mark the prediction, Missouri will secure a school law as good as that of any State in the Union. These Normal Institutes will do more than anything else to secure and operate such a law.

"Real elegance of demeanor springs from the mind."

IOWA.

Clarinda. The Page county institute deserves special mention. The attendance was large and the enthusiasm wonderful; but the distinctive feature was the classification.

Class A embraced all who held or were entitled to professional certificates; class B included such as held first-class certificates; class C was composed of such as held second-class certificates; persons who had never taught were placed in class D.

A course of study extending over four years was outlined, and teachers are required to study during the year, and be examined by professional teachers, in order to promotion.

We have worked in more than 200 institutes, but never have enjoyed the work better than the week spent in the Page county institute. Supt. Miller is a veteran educator, true and tried. Few counties are blessed with a nobler class of teachers.

Sidney. The Fremont county Normal Institute excelled in practical work. Not much time was spent with theories. Miss Diamond of Crawfordsville, Ind., and Prof. Beard, principal of the Hamburg schools, are exceptionally good institute instructors. The course of study and suggestions prepared by Supt. Bryant, must prove invaluable.

Ottumwa. While some of the institutes show a falling off in numbers the Normal Institute here was larger than ever before, and the work done gives eminent satisfaction.

We should like to respond to the oft-repeated request to issue this journal every week, but it is scarcely practicable to do this at present.

We want to see the suggestions made and the material we already furnish for building up the school systems of the West and Southwest utilized to a much greater extent than is yet done, before we enlarge.

WHY should not the teaching profession have as much high honor and public regard as either law or medicine? If we look at the work its members are doing for society, they ought to stand as high as the men whom we send for when we are ill, or those whom we resort to when we wish to go to law.

A FEW PLAIN STATEMENTS.

AS the public school system, including the High School is, with reference to present social demands, not more than an equivalent for the district school education of fifty years since, the objections to high schools may be stated as follows:

1st. Complaint may be made of mismanagement.

2d. Objections may arise from a failure to see the objects of any public education.

3d. One may lose sight of the end in the means, and object to the studies used as useful pedagogical means because these would form unsatisfactory educational ends.

4th. Crude speculations upon the most abstract and controverted points of education, may seem to suggest objections.

5th. Interested opposition will always endeavor to cripple the schools while "stealing the livery of heaven to serve the devil in."

6th. The ignorant enthusiasm of those who "love not wisely but too well" will furnish many objections apparently valid.

Objections to the High School upon the ground of mismanagement, must be answered by proof of groundlessness, or by correction of the evil if real. Such objections, however, can have no bearing upon a reasonable discussion of the High School as a factor in Public Education.

"No doubt ye are the people, and wisdom shall die with you," said Job to his friends, and the same answer might be made to all who set up for themselves an object for Public Education. On account of their freedom from individual responsibility, people in dealing with public interests, feel at liberty to proceed in a manner which they themselves would condemn as absurd in matters of private interest.

We do not go to a blacksmith for a suit of clothes, or to a tailor for a set of horse-shoes. Why then should any one expect a public institution to be carried on in the interest of a special class, instead of in the interest of the community as a whole?

If the community were composed entirely of sewing girls and of men following a trade, and if this community felt at liberty and had the desire to rob their children of every capacity except that of following their parents' trade, then and then only would it be reasonable to replace the elements of all education, by sewing schools, and labor-schools. Even then, however, it would be more expedient to replace schools by the actual apprenticeship of all children above five years of age.

What do you want of Latin, or

algebra, or analysis, or indeed, of any study now in the High School course of study? Do any but professional men use these as a means of gaining a livelihood?

This question proceeds upon the fallacy of supposing that school education has always occupied itself with a pursuit of the means which in each case are to be used directly in the workshop of life. Did he refer to his personal experience each person asking this question would see at once that a negative answer does not affect the value of these studies. The factory system, which appropriates a child as soon as it is large enough to do anything, is evidently the best suited to securing results of immediate utility.

But would any one say that even our material prosperity is less than in "the good old days of old," when only the sickly were spared from active life?

Are we complaining of the rareness or of the frequency of inventions and discoveries which revolutionize our social and mechanical institutions?

Do we find a scarcity or plethora of labor?

Do we find the trades idle because labor cannot be obtained, or do we find labor idle because of competition?

Do we not know that we are not suffering from any material depression caused by an inability to find workmen for any labor?

Is it reasonable then, that the results of all social errors should be charged upon the Public Schools, as if these were responsible for more than doing well what the community deems fit for them to do at all?

A SOLID FOUNDATION.

THIS public school system, when considered as a question of political economy, a question of loss and gain to the State, will be found to rest upon a solid foundation.

Many people confuse themselves by dealing with questions which they have not qualified themselves to consider. The right of the State in education, is an example of this kind.

The people in their sovereign capacity, acting in their own municipality, and with respect to their obligations other than local, are and must be the only judges of their own will, and their action is the only legal standard of civil right or wrong.

Surely a mere statement of such fact is sufficient, and must satisfy every one that action in matters educational rests upon the same foundation as the right to take any action at all.

The question of expediency is quite a different question, and should be discussed by itself. Of course any

one is at liberty to question the wisdom of our political constitution, National or State, but any such question is manifestly irrelevant in a consideration of political powers.

MOTIVES EXAMINED.

Without attacking the motives of any individual, it is necessary to remind ourselves that in matters educational as well as in other human institutions, self-interest plays a part. It is humanly necessary that self-interest should be a factor, and one in itself not undesirable. But it would evidently be absurd and pernicious to allow it to control legislation.

Those whose personal interests would in any way be subserved by the destruction of the Public Schools must be heard as witnesses, but it would manifestly be preposterous to act upon their advice.

Why is it that so many who never visit or patronize public schools, that those who are identified with private and competing schools, should take such an interest in public schools, and that their interest should always take the form of fault-finding?

Do any of these objectors show a difference of plan, or a greater success in the results of the private schools?

Do they furnish their statistics as do the public schools?

Do they invite the general public to acquaint themselves with every detail of management, and to judge them by a fair comparison? Or do they preserve a discreet silence in regard to the details of their own management, and content themselves with assertions in regard to the public schools?

Are any of these assertions verified by a careful examination into the facts of the case?

AN APPEAL TO FACTS.

Can it be shown by an appeal to facts that those educated in the public schools ever find themselves at a disadvantage with those whose training has been received from private institutions?

Are not the public schools supported by those whose own education was received there, and who should be the first to discover their inferiority, if such inferiority were real?

In cases of competition do the pupils of the public schools yield to others of the same grade, or is the contrary a fact beyond contradiction?

In school matters as in all other matters there must necessarily be some who are possessed with an unwise zeal.

If we claim that no system has yielded as good results, we are safe: if we assert that no system at the present day yields better results, and that no system yields its results at

so small a cost, the statement cannot be successfully controverted: if we insist that no other human institution has enlisted the services of so many able and devoted men and women, we are not likely to meet with successful objection: if we maintain that granting the imperfection of our public schools, they are yet not so imperfect as other social institutions, we shall have no fear from any comparison.

But on the other hand, we cannot claim for public schools, as we cannot claim for any human institution, that it alone is of value, or that it has realized its fullest possibilities. We can, however, reasonably ask that those who find fault should show a remedy, and make clear to us that some substitute will retain the excellences and do away with the objections to public schools.

AMPLE SALARIES.

THE *Christian Union* does itself and our overworked and underpaid teachers the justice to say that, "If salaries ever should be ample, it is in the profession of school teaching. If there is one place where we ought to induce people to make their profession a life-business, it is in the teaching of schools."

Men do not employ, in the most unimportant case, a lawyer who has lately left off chopping wood, and has read law for a few months, and who in a year or two means to be a merchant. We want an

EXPERIENCED MAN

where there are responsible duties to be performed. In all the professions we want the result of education and experience.

At the very age when angels would be honored to serve children, is the time when we put them into the hands of persons who are not prepared by disposition to be teachers, and who are not educated for teaching, and who are continually bribed, as it were, by the miserable wages that are given them, to leave their teaching as soon as they acquire a little experience. It is a shame!

A DISGRACE

to the American people, a disgrace to American Christianity.

There is no place on earth, next to the mother's chair, where the finest sentiments, the highest instincts and the noblest ambitions should be found more than in the school—and no department of the school where they should be found more than in the primary department. It takes a man that is a man to be a true school master. There is no nobler profession when its possibilities are fulfilled.

England is full of men, in every department of life, who are the product of Arnold of Rugby, the

MOST USEFUL MAN

of his day and generation.

We do not undervalue the ministerial profession; but the man who teaches in a school stands nearer the

open furrows of the young soul. He stands where he can put in seed, and water it, and nourish it. Paul speaks of "the foolishness of preaching." The man who preaches throws abroad seed, and some of it falls among thorns, some upon rocks, and some on the ground; and here and there some falls on good ground. The schoolmaster has the child hour by hour, and day by day; and no one else except the mother has an opportunity for

SO MUCH USEFULNESS
as the schoolmaster.

The process of education, the exercise of untried faculties, the pushing out into new worlds of thought and activity, mental and physical, ought to be the perfection of happiness instead of the perfection of misery—and

EVERY PARENT
ought to look for a school where his child shall be happy in his youth—where sunshine, which makes minds as well as plants grow, abounds, and where, while wayward impulses are repressed and hard duties are imperatively urged upon the pupil, and obedience is required, and, if need be, compelled, he is made, even in self-denial, to know by experience the joy which a noble self-denial brings."

SUGGESTIVE.

IT would be as well for those few people who believe in abolishing the High School, to carefully read an article in the September *Scribner*, on the "Educational Outlook in Italy." We make an extract or two:

"Our chief trouble in Italy," the professor observed, "lies in the fact that we have no large class of *cultivated* people, in the sense in which the term is used in England and Germany. We have learned men and ignorant men, but the space between these two poles is but sparsely populated. Our peasants are quick-witted and bright, and talk most entertainingly, and are naturally gifted with humor and good sound sense. But their talk is all

PERSONAL,
their mental horizon is narrow. The same is the case with the middle class Italian. He is extremely polished, and can apply himself easily to anything in which his power of observation can assist him. But he has no turn for abstract reasoning.

The children of these people bring with them from home not even the most rudimentary culture, and everything is thus left to the school; the school, however, can only do its work well, or do the best work of which it is capable, when it supplements the culture received at home.

Our *gymnasia* are as yet experiments; our educational legislation too is largely experimental, and one minister is apt to undo what his predecessor accomplished. Under such circumstances no system can really be put to a fair test, and accordingly we have to be guided even in the conclusions we draw from our present experiences.

An Italian boy has not the genius for imbibing culture that is native to a German; even long after he has attained the growth of a man, his notions of the world, of society and of his own importance in it, are those

OF A CHILD.

Thus a professor in the University of Rome lately assured me that there were but few among his students (all graduates of *lycea* and *gymnasia*) who had in their minds any idea of the map, or could approximately place a country or a city when it was mentioned."

TEACHING AND LEARNING.

IN most teaching, if the power were given to us to see at once the idea as it stands in the mind of the teacher and the same idea as it exists in the mind of the taught, we should doubtless be much amazed at the difference between them.

This will be especially true in oral teaching.

Not long ago I chanced to go into a large public school where the children were answering in concert a multitude of questions on the anatomy of their own bodies.

Every question was answered, and answered promptly, and yet it was evident that the words to the children were a perfectly unmeaning and unconnected jargon, which had become all the more so through the numerous repetitions necessary to produce the uniform result; and yet the teacher excelled, and the parents stood in mute amazement—"that one small head could carry all he knew."

Any set of examination papers on a subject which the class recites perfectly orally, will convince us that the result really attained is very different from that which we had imagined it to be.

Illustrations of the truth of what I have said are too numerous.

From the little boy who devoutly said his evening prayer beginning, "Now I *lemmie* down to sleep," and imagined, till he was a big boy, that it was some mysterious allusion to his father whose christian name was *Lemuel*, to the girl who grew to be a woman before she discovered that she would have been in error in writing Byron's line

"*Ah! marm, it is, it is the cannon's opening roar,*"

there are all varieties.

The little boy thought that somehow his prayer with his father's name in it would be a safeguard, and the young woman thought nothing could have been more natural than for some gentleman at the ball to turn to his partner and casually remark to her that doubtless the noise which interrupted the music was a cannon.

I have heard another gentleman relate how he used to recite his dictionary lessons with great distinction, and that he always, till he was a student in college, had taken it for granted that "abridge, to shorten," simply referred to the fact that the object of a *bridge* was to shorten the distance

which one would have to travel by saving him from the necessity of going down the bank at one side of a river or ditch, over the bed of the stream, and up the bank on the other side.

He knew that one side of a parallelogram or trapezine was shorter than the sum of the other three, and therefore had a geometrical foundation for his belief.

In a London public school, a pupil lately distinguished himself by the following answer to the question

"Who was Moses?"

"He was an Egyptshin. He lived in a bark maid of bull rushers and he kep a golden calf and worship braizen snakes and he het nuthin but kwales and manner for forty year. He was kort by the air of his ed while riding under the bow of a tree and he was killed by his Abslon as he was a-hanging from the bow. His end was pease."

To the question "What is conscience?" the class triumphantly shouted "An hinward monitor," and upon being asked what a *monitor* was, one of the most intelligent answered, "A hironclad."

The names of the books of the Old Testament were given as "Devonshire, Exeter, Littikus, Numbers, Stronomy, Jupitee, Judges, Ruth, &c., &c."

But these are all surpassed by the answers of two children of eleven, who did their arithmetic and reading tolerably well, who wrote something pretty legible, intelligible and sensible about an omnibus and about a steamboat, and who were then called upon to write down the answers of the church catechism to two questions. They had been accustomed to repeat the catechism half an hour of each day in day school and in Sunday school for four or five years, and this is what they wrote:

"My duty toads God is to bleed in him to fering and to loaf withold your arts withold my mine withold my sold and with my sernth to whirchp and to give thanks to put my old trast in him to call upon him to onner his old name and his world and to save him truly all the days of my life's end.

My dooty tods by nabers to love him as thyself and to do to all men as I wed thou shall do and to me to love onner and suke my farther and mother to onner and bay the queen and all that are pet in a forty under her to smit myself to all my goones teaches spartial pastures and masters to oughten myself lordly and every to all my betterers to hut nobody by would nor deed to be trew and jest in all my declins to beer no malis nor ated in your arts to kep my ands from pecking and steel my turn from evil speak and lawing and slanders not to civet or desar othermans good but to lern labour trewly to get my own leaving and to do my dooty in that state if life and to each it hes please God to call men."

If, leaving out the errors in spelling in these answers, any intelligent

person will carefully examine the kinds of mistakes made, and the words substituted, he will see at once that when the teacher thought the child was learning one thing he was really learning another.

He will also realize something of the automatic action of a child's mind—and he may possibly gain some hints as to the real benefit of concert recitation.

This is not a question of trying to teach children something entirely above their comprehension—nor is it a plea for written examination as a test of knowledge. It is simply a statement of the fact that there is a great deal of mechanism in the action of the mind, that what the teacher and parent assume to be acquired knowledge, is in fact only a clatter of machinery as unmeaning and far less profitable than the clatter of loom and spindle in a factory, and that the production of such a lively clatter is not education, and does the children harm instead of good.

It is true that it is well for them to learn many things which they do not understand. It is true that a large part of their acquired knowledge must consist of words—empty moulds which they are to fill up in their after living, and which can by no effort of ours be filled up now, simply because of their lack of experience.

But it is not true that a human being is improved by encouraging his natural tendency to become a machine.

ANNA C. BRACKETT.

We present some facts in regard to what the school children are reading the country over, on another page.

We hope our teachers will gather their pupils and patrons together one or two evenings in the week and inaugurate and carry forward a "reading club." Have short, pithy, non-political, non-sectarian selections made. "Northend's Memory Gems" is a first-class book for such an occasion, with "Littell's Living Age," "Scribner's Monthly," "Good Company," and a few others.

We should take counsel, always, of the wise, and the strong, and the heroic spirits,—not of the weak and the ignorant.

The latter do not know how to measure forces either for good or evil.

SOME one foolishly estimates that the last Illinois Legislature cost \$275,000. The Legislatures of the four largest States in the Union, New York, Pennsylvania, Ohio and Illinois, cost nearly \$1,750,000 at each session.

As if what is paid members for the time they spend, was any approximation of the cost of their work—or rather, lack of work.

State lines do not bound the principles of education, or the results of the lack of them.

Arsenic poisons, and ignorance limits and hinders, whether in Iowa or Texas.

KANSAS SPEAKS,

AND speaks well, too,—as usual. On "The True Education of Women," Mrs. C. F. Wilder of Marsh-ton, writes to the *Central Christian Advocate* as follows:

"President Eliot expresses grave doubts as to the propriety of culture and collegiate training for women. He thinks that

WOMAN

has a divinely appointed mission, and a thorough education and sordid attainments will unfit her for life's duties. Besides, men like women of the vine-like nature better than those who are able to 'fight their own battles and right their own wrongs.'

We hardly know what conclusion to draw, but think Prest. Eliot meant just this: If you want your girls to

GET MARRIED,

keep them weak and ignorant; if you want them good mothers, neat house-keepers, good cooks, fair seamstresses and obedient wives, keep them from the schools and colleges.

Oh dear! what will the men plan for us next? Either to have the ballot or remain fools? Talk about the women going off on a rampage hunting for a "sphere." Why it looks as though the men had monopolized that business for us.

Fortunately we can look back in history and find that our sex is not a puzzle peculiar to this era. Look back two thousand years and see the anxiety, care, and advice

PAUL

gave concerning her! Going back four thousand more we find poor old Adam following her out of Paradise, man like blaming and grumbling, yet nevertheless close beside her because he "chose rather death with thee" than "immortal bliss" alone—wondering what he *should do* with

"THIS WOMAN."

Because a woman is familiar with the languages and the sciences she is not thereby unable to learn how to broil a steak or to sew on a shirt button.

Because she has read the best and truest in the literature of all nations it does not tend to make her restless and uneasy, ready to mourn over her lot, complaining in doleful tones of her "circumscribed" position, saying "It is

BOUNDED

on the north by the cook-book, on the south by scissors and work-basket, on the east by the cradle, and on the west by *Baxter's Saints Rest*." No, no—no, a thousand times no.

It is the

EDUCATED WOMEN

who are the best home-keepers, the wisest mothers, the happiest wives, the best neighbors, and the most earnest Christian workers. If a woman who has received a collegiate education is a careless home-keeper, and an indifferent mother, it is not her education that has made her this.

No doubt without the education she would have been a disgrace to her sex. Isn't it the

IGNORANT

and the empty-brained who are the

restless, gossiping, frivolous women of our country? If

PROPERLY TAUGHT

by an educated mother, the girl who receives the right training in the schools and colleges will not waste her life. She will so utilize her powers and the forces around her that she will accomplish more in one day with much less labor than another will do in a week, aye, in a life-time. Who had not rather have one servant girl with thought and

BRAIN-POWER,

than two or three who can only do as work is planned for them?

I know poor women who spend time and thought and energy and power enough over the making over of old dresses, the scrubbing of the kitchen floor, and the baking of needless pies and pastries, to, in one year, read through a

GOOD-SIZED LIBRARY.

A woman of this order asked a lady not long ago who Milton was. Asked the question as she sat putting the third or fourth ruffle on a cheap dress she was making over. After a reply was given she said, "Oh, yes, I guess we've got the book, but I don't get no time to read."

The truth was, though she did not discern it, she had no taste or desire for books. Such a life seems like a home in a house without a window.

AN IMPORTANT MEETING.

THE American Social Science Association hold their annual session at Saratoga September 9, 12, and there is reason to expect a useful meeting and a considerable attendance. The business meeting will be held Tuesday evening, the 9th, at the United States Hotel, when Mr. Sanborn will read his secretary's report.

The next day at 9 o'clock the usual reports and communications will be presented, to be followed by papers by President Porter of Yale College, on "Modern Education, Its Opportunities and Perils;" Prof. A. P. Peabody of Harvard, on "The Voting of Women in School Elections;" Prof. S. Wells Williams of Yale on "Chinese Immigration"—with a debate; George T. Angell of Boston on "The Manufacture and Sale of Poisonously and Dangerously Adulterated Articles." These occupy forenoon and afternoon, and in the evening President Gillman of the Johns Hopkins University at Baltimore, President of the Association, will read the annual address.

There will also be a debate on the colored migrations from the South, in which Frederick Douglass and Prof. R. T. Greener of Howard University will be speakers.

The papers of the day are on "Co-operative Stores here and in England," by W. A. Hovey of the Boston Transcript; on "Debt-Making and Debt-Paying in American Cities" by W. F. Ford of Philadelphia (followed by debate); and on "The West from a Financial Stand-point," by Robert P. Porter of Chicago.

These are the programmes of the

general meetings, in addition to which there are department meetings. That of Education meets on Wednesday, the 10th, between 3 and 6 p. m., and hears the report of the department secretary, Mrs. I. T. Talbot of Boston, and addresses by Prof. W. T. Harris on "Methods of Study in Social Science," a paper by Secretary J. W. Dickinson of the Massachusetts Board, on "Methods of Education," and one by Librarian Winsor of Harvard, on "College Libraries."

There will also be a paper from Charles L. Brace of New York, on "The Care of Poor and Vicious Children," and papers will be presented from Joseph D. Weeks of Pittsburgh, on "Industrial Arbitration," and R. G. Eccles of Brooklyn, N. Y., on "The Labor Question."

This is as varied and practical a laying out of work as the Association has ever had before it.

Circulars and other information can be obtained of F. B. Sanborn, Concord, N. H.

MISSISSIPPI MOVING.

FOUR Teachers' Institutes have just been held in Mississippi by the State Superintendent of Education, aided by two experts.

For these meetings educational centres had been selected, where they could convene at elevated points, fanned by refreshing breezes.

At the first Institute, held on Capitol Hill, at

JACKSON,

a class of twelve was formed to exemplify black-board work connected with oral arithmetic. They were formed in line, and passed to the black board, each solving the whole or a part of some problem, and returned to their seats in less than twelve minutes, and all in perfect order save one youth whom we call D. D. when we chaff, and he was easily brought into line. To his praise it may be said this Doctor could add a column of ten or twelve figures quicker than one could pronounce a word of as many syllables.

"TRAIN UP A CHILD."

A lady of this class, now in the elegant enjoyment of a fortune made by teaching in Mississippi, gave several beautiful solutions of a question in Ratio.

This word suggests a happy derivation given by

MAJOR HOTCHKISS.

While enforcing the necessity of training the eye to observe things, he remarked that we spell think wrongly, and should write it thing-ed, as every thought comes from thing. Prof. Smith afterwards stated that the Latin confirmed this view, that from *res* came *reor, ratus*, reason and ratio.

Speaking of Major H., the promise was sometimes given to the members of the Institute, on opening, that they and their friends could learn more of the earth by attending four or five of his lectures, than they could in as many weeks of ordinary study; and no one was found to controvert this promise.

To prove that decimal fractions are not quite so simple as decimal integers, the class was requested to divide 65 millionths by 7 million. The correct answer being given orally, by a member, he attempted to place his work on the board, but failed.

The pronunciation of the word parent being questioned, a prominent teacher maintained, as a thousand others have done, that the dictionaries all pronounce it par-ent. He knew he was right, for he had convinced a circle of a dozen teachers they were all wrong to pronounce it differently. He was told that Webster pronounced it pa-er-ent, and referred to the forty-first page of his last quarto.

This is mentioned because there is a wide-spread objection to the orthography of that word, from misinterpretation of the key to the pronunciation.

Probably the key-note to the impression made by these Institutes was struck by Professor —, when he said he had always endeavored to teach faithfully and well, but that he should carry home the conviction that he must make new and greater efforts or be left in the rear.

In each Institute some of our own educators bore a part by reading essays, or by less formal addresses, and showed our zeal in the good work. Everything passed off harmoniously. One of the most agreeable features was frequent readings by

MISS LIZZIE SMITH,

and other young ladies.

Our distinguished friends from abroad were charmed by the enthusiasm manifested by their goodly audiences, embracing not only teachers but many of the best citizens; and many were the congratulations bestowed upon the State Superintendent, Hon. J. A. Smith, on the success of these his first Institutes.

OBSERVER.

CANTON, Miss., Aug. 20.

—Through the JOURNAL I desire to heartily welcome Prof. E. B. Seitz of Greenville, Ohio, to the educational ranks of Missouri. His election to the chair of mathematics in the Kirksville State Normal School, in my judgment, is the best thing that has been done for the school in years.

Prof. Seitz is one of the best mathematicians in this country, and I confidently predict that his reputation in a few years, should he live, will be second to that of no one on this continent. Fortunate indeed, is Missouri in securing a citizen whose name for sound scholarship is known and recognized on both sides of the Atlantic.

J. M. GREENWOOD,
Supt. Kansas City Schools.

Speaking of school training, it is said that Dr. Arnold, of Rugby renowned, always believed his boys. This treatment compelled them to think it a mean, disreputable thing to tell him a falsehood. Impress them with the idea that lying and cowardice are close companions. A true, heroic man "can't lie."

TEXAS NORMAL SCHOOL.

THE Texas Legislature appropriated \$14,000 for the support of a Normal School, and it is to be opened Oct. 1st, at Huntsville.

The buildings formerly used for the Austin College were donated to secure the school at Huntsville.

Dr. Sears supplements the legislative appropriation by a liberal donation, and Prof. B. Mallon, who has been so long the well-known and able Superintendent of the Atlanta, Ga., public schools, has been appointed President.

Prof. Mallon brings to his new position not only a large and varied experience, but talent of a high order as an administrative officer, which insures the success of the school from the start. More than this, Prof. Mallon knows from his own experience with teachers, not only what the defects of their training has been, but how to remedy these defects. So we look for very efficient, thorough work to be done in the Texas Normal School.

Two free scholarships from each Senatorial district will put about 70 pupils at once into the institution.

The *Huntsville Item* says "pupils will be selected by a board of three examiners appointed by the senator of the district, and one for each Congressional district, by a like board appointed by each Congressman. Examinations will be competitive."

All the minor details have not yet been arranged, but the agitation of the subject has already stirred up a good deal of interest all over the State.

Prof. Mallon will soon be on the ground, and those desirous of further and specific information will do well to drop him a line of inquiry without further delay.

As a result of the location of the Normal School at Huntsville, a writer in the *Item* says in regard to the public schools:

"Let us come together, and adopt some system, and see that we get the full benefit of the free school fund. It will be easy for our city to establish one good free school, and to secure large help from the Peabody fund. Let us hear from our go-ahead citizens on this subject. If we can now, in conjunction with the State Normal School, establish one good free school, our town will be immediately and greatly benefited."

There is not a town in Texas but what will be "immediately and greatly benefited" if the people will take this advice, and "come together and adopt some system," so as to get the full benefit of the school fund.

If it is the duty of the government, and it has the right and power to arrest and punish criminals—even to the taking of life—is it not the duty of the government, and has it not the right and the power to prevent arrests and hanging by educating the people?

We think so.

PAID AT LAST.

Editors American Journal of Education:

WILL you please give the following an insertion in your columns. I came to Texas in 1873, and have taken the JOURNAL regularly ever since, and if our teachers had followed its advice, and put copies of the paper into the hands of the school officers, we should have been paid the money we earned long ago.

There would have been some organization, taxes would have been levied and collected, and the hard-earned wages of 1873—think of it—waiting from 1873 to 1879 for our money. This money would have been paid then, when it was due.

We are to get it at last, as you see by the following:

Hon. J. T. Strain gives notice in the *Prairie Bee* as follows:

"Teachers holding claims against the State for services rendered the public schools of Hill county, from Sept. 1st, 1873, to Aug. 31st, 1876.

Chapter 138, Acts of the regular session of the 16th Legislature, makes it the duty of the Auditorial Board of 1876 to reassemble, audit said claims and provide for the payment of the same. Be it known to all claimants that said Board will meet at Hillsboro on Tuesday, August 26, 1879, and that all claims must be laid before the Board on that day. D.

TOWASH, TEXAS.

BRAZIL.

SCRIBNER for September continues its interesting series of articles on Brazil—and, by the way, what a fine thing these articles would be for our teachers to use in their "reading clubs."

If ten American travelers were asked to give their impressions of Brazil, we should hear ten different opinions, grading all the way from enthusiasm to despair. And I suppose that Brazilians, traveling in the United States, get just as diverse impressions of the country and its people.

When anybody asks me if Brazil is a good field for the American mechanic, farmer, merchant, I can only answer: That depends entirely upon the man. The country is what it is; but you or I describe it imperfectly, because we see it only from our particular angle of vision; we judge of it as it has treated us well or ill.

And after all, our pretty theories are of small value; what is needed is the experience of practical men."

What is true of Brazil in this respect, is equally true of

TEXAS,

or Kansas, or Colorado, or Georgia.

All of us need more knowledge before we can render a judgment on which it would do to base important action.

"When our host came here, the plantation was managed in the old narrow Portuguese style, saving a cent and losing a dollar; much labor was wasted for want of

PROPER SUPERINTENDENCE,

and the proportion of cultivated land was very small. Since then, improv-

ed machinery has been introduced; the great cane field has been widened year after year, and the plow has turned up rich black land that had not seen the light for centuries. The estate, joint property of Mr. Rhome and the Baron of Santarem, is measured not by acres, but by square miles. There are highland forests and lowland pastures, lakes stocked with fish and turtle, and streams with water enough to turn heavy mills."

PHONETICS, WHY NOT?

Editors American Journal of Education:

WHY not begin this great saving by the use of Phonetics, at once?

The press is the great instructor of the people, and any reform it does not favor will have but little success.

The whole English speaking people are wild over spelling reform, and yet the press as yet has not made any general movement toward adopting it. But what can the press do?

Its work must be gradual, and hence the beginning of the movement is the thing of greatest importance.

The first step should evidently be the dropping of useless letters, in a few words at least. This can be done without expense, and hence this is the step for the newspapers to take.

In the words in most common use, such as are, were, have, shall, will, could, would, should, though, programme, through, catalogue, twelve words of frequent use, there are no less than 21 useless letters.

Why not spell them thus: *Ar, wer, hav, shal, wil, shud, cud, wud, tho, thru, program, catalog?*

These words contain 46 letters, and when phonetically spelled there is a saving of over 45 per cent. B.

CHARLESTON, Ill., Aug. 20, 1879.

A LEGITIMATE DEMAND.

PROF. T. R. LOUNSBURY of Yale College, will contribute to the September and October numbers of *Scribner*, articles on the SPELLING REFORM.

He says: "The demand for reform is no longer confined to a few scattered scholars without influence, and usually without even so much as notoriety. On the contrary it has extended in some cases to whole classes. Philological societies appoint committees to examine and report what is best to be done. School boards petition government to establish a commission to investigate the whole subject. Nor is participation in the controversy that has sprung up limited to those alone who have a direct interest in the educational aspects of the question. Either on one side or the other,

MEN OF LETTERS

of every grade and scholars in every department are entering for a tilt in the orthographical tournament that is now going on. All this, to be sure, is strictly far more true of England than of this country; but to a certain extent it is true of this.

What has brought about this sudden change it is not so easy to determine. Doubtless there has been for

a long time a wide dissatisfaction with the existing state of things, although it has found little audible expression. To this dissatisfaction a powerful impulse has been given by the study of our speech in its earlier forms, a study which has made its most rapid progress during the few years just past.

The principal objections which prejudice opposes to change have their force almost wholly destroyed, when

THE FACTS

of language are brought directly home to the attention. Shrines upon which ignorance conferred sanctity, and to which stupidity bowed with unquestioning adoration, have been utterly and instantaneously demolished by the remorseless iconoclasm of Early English scholarship.

Moreover, the character of the advocates of reform is something that of itself makes an impression. To the opinions expressed by them, their abilities and attainments may not be sufficient to command assent; but they are sufficient to impose respect.

There is an uneasy consciousness in the minds of those most opposed to change that it is no longer quite safe to indulge in that contemptuous treatment of the subject which a short time ago was the only argument.

A reform which numbers among its advocates every living linguistic scholar of any eminence whatever, which in addition includes every one who has made the scientific study of English a specialty, may be inexpedient, may be impracticable, may be even harmful; but it cannot well be demolished by brief editorials, nor superciliously thrust aside with an air of jaunty superiority.

If the question is to be argued at all, it must now be argued

ON ITS MERITS.

In such a discussion it will be found that the favorers of change, whether unreasonable in their expectations or not, know precisely what they are talking about; and this is a charge that can rarely be brought against their opponents.

HITHERTO education has been conducted too much on the principle of looking at the world only from the window of the school room and the college, and teaching the names of beings and things in a variety of languages, to the neglect of the study of the *beings* and *things* themselves; whereas, man as a creature destined for action fitted to control nature to some extent, and, where this is beyond his power left to accommodate his conduct to its course, requires positive knowledge of things that exist—of their faculties, modes of action and laws, and has little use for words which go beyond his stock of ideas and emotions.

If the person who takes care of our bodies is considered equal with the best of us, surely the person who takes care of the mind, the teacher, who trains and develops and instructs it, is altogether worthy our highest consideration, companionship and compensation.

Tennessee Department.

INSTITUTE WORK.

THE noble work of the Teacher's Institute still moves grandly on under the chieftainship of our gallant leader, Col. Leon Trousdale, State Superintendent. While the fearful yellow fever panic prevented the great good from being accomplished that would otherwise have been secured in West Tennessee, we are happy to know that in Middle Tennessee, and in all other parts of the State, everything is moving right on. The meeting in Fayetteville was a grand success. The great good accomplished in waking up teachers, organizing public sentiment, and adding character to the free school movement through the instrumentality of these Congressional Institutes has been immense.

Active preparations for opening the schools in September with a higher grade of teaching and better qualified teachers, is one of the direct results of the Institute work, as the people thus see and learn the great importance of having drilled men and women to develop the intellectual faculties of the children committed to their charge.

God speed the day when incompetent teachers shall be totally banished from every school in the land. S.

THE 50-4 COMPROMISE.

SINCE the last issue of our journal the voters of Tennessee have cast the most unfortunate ballot that was ever polled in Tennessee. In our judgment the defeat of the 50-4 compromise will do more to cripple the great interests of our State, than did the war of secession. In overthrowing this question, it is but a short step to repudiation.

The bright prospects that six short weeks ago loomed up so grandly, have vanished like dew drops before the morning sun. The only consolation afforded to the observing mind, is that the great mass of our citizens were deceived by the intriguing, designing, broken down politicians of the State.

The defeat of the compromise will be speedily felt in every department of commerce in our State. The educational interests of the State have received a serious drawback. In fact every interest has been partially paralyzed. It is hardly to be expected that the colonies that were forming in other States will be very anxious to emigrate to a State whose people refuse to pay half of their indebtedness.

One favorable aspect of the question, however, is, that not more than half of the voting population went to the polls. That some acceptable proposition to both the bondholders and the State may be soon developed, is the earnest desire of every well-wisher of the State. For it is conceded that our debt hangs like an incubus over the State, and is crushing out the very life blood of every vital interest involved.

The action of the people on the 7th of August would be wholly incomprehensible were it not that it is a mooted question as to whether the acceptance of the 50-4 compromise would have been a finality of this vexed question. Many claim that there was nothing binding, and that every bondholder who felt disposed could have refused to accept the terms and brought suit for the collection of his claims.

That there has been a vast deal of mismanagement if not actual fraud in the issuance of the bonds is unquestioned, and as to how this matter will be adjusted, or as to whether it will be settled at all, or hang like a deadly nightmare for years, is a question to decide beyond our comprehension at present.

That the people will ever be induced to repudiate by the office-seeking, cunning demagogues of the State, we are unwilling to believe, and that there will soon be a great reaction in favor of some honorable settlement, is the opinion of every reflecting observer of the State interest.

The better class of citizens, the intelligent, reading, thinking people, will never, never repudiate, with the example of other States that have tried this fearful experiment staring them in the face. They cannot afford to be so rash. The prosperity of Tennessee is too dear and holds too firm a position in the hearts of her people, and in the language of the great Stephen A. Douglas of Illinois, we will "resolve to be honest, if Tennessee is never able to pay a single dollar of her indebtedness."

What will be done—what can be done—with working, watching and patiently waiting, will be seen in the future. S.

SCHOOL BUILDINGS.

THE Wisconsin *Journal of Education* in its July issue contains part of a very important article on this very important subject, and promises more in the next issue.

Prof. Chittenden, the author of the paper, says it is offered to "call attention the

MANY DEFECTS

existing in a fearfully large number of the school houses of the State. Material has been taken from articles published in the *London Lancet*, *Pall Mall Gazette*, *Medical and Surgical Reporter*, *Sanitarian*, *Proceedings of American Social Science Association*, and kindred sources of information."

In order to take up our subject with some approach to system, let us consider what a

SCHOOL BUILDING

and its surroundings should be, after doing which we shall be in a better position to determine how many of our existing school houses possess all the requisites of a perfect sanitary condition. Let us first look for a suitable

SITE.

It should be elevated rather than low. Dampness of soil should condemn any site, however advantageous it may seem in other respects.

The neighborhood of railroads, railroad stations and manufactories should be carefully avoided, as also should any proximity to hotels, saloons, and places of similar character. The bank of a stream or a body of water is also an undesirable location. It is perhaps not too much to say that every school superintendent in this State can point to instances within his own jurisdiction in which one or more of the above named objectionable surroundings may be found.

Here, the school house is placed in a LOW, DAMP SPOT.

generously given to the district for the purpose, because its former owner could dispose of it in no other way, and found that the annual tax upon it amounted to more than the land was worth to him.

There we find the school planted upon a corner cut off from a farm by a railroad, or upon the bank of some large stream, or near a saloon.

Now, whatever inducement may be offered, whatever advantage may seem to accrue, a district board may be assured that the selection of any such situation for a school house will prove in the end the worst possible economy.

THE SCHOOL YARD

should contain an area of not less than forty square feet for each scholar; it should be so high that it can never be overflowed by the heaviest rains, enclosed by a substantial fence with proper cattle guards at the entrances, and should be thoroughly drained.

Shade trees are desirable, but they should not be placed too close to the building.

We think paved or planked walks should lead from the gates to the main entrances of the building.

A CELLAR,

or at least an air space of not less than two feet in clear height, should extend under the whole building, and unless the soil be naturally very dry a thorough system of drainage should underlie the air space or cellar, as the case may be.

THE BUILDING

itself should be so placed that the sun can shine into every room used for study or recitation, preferably during the morning hours, but at any rate, at some time, and for some hours of each day.

WINDOWS.

Plain square sashes are better than those having arched or Gothic tops. The lower sills should be from three and one-half feet to four feet above the floor, and the upper within one foot or less of the ceiling.

All windows should open directly into the outer air, and be hung with weights.

SEATS AND DESKS

must vary in height to accommodate pupils of different sizes and ages. Except, perhaps, in the case of primary scholars, it is better to provide each individual with a separate seat, than to try to economize space by seating two or more pupils at one desk.

Seats should be low enough to allow their occupants to place both feet

firmly and squarely on the floor when sitting erect, and always provided with backs, which should be properly curved so as to support the spine without causing any feeling of discomfort, weariness, or undue pressure at any point.

Desks should be so placed as to allow pupils to rest the whole forearm upon them without being compelled

TO LEAN FORWARD

unduly; special attention should be given to the distance between the desk and seat, and also to the height of the bottom of the desk from the floor. Many desks are so constructed as to give the largest possible space for the storage of books, etc., an advantage dearly purchased at the cost of hourly discomfort to the pupils who use them.

HOW TO PLACE SEATS AND DESKS.

All seats and desks should be so placed that the pupils shall receive the light from above and on the left hand, rather than from any other direction. A direct front light should always be avoided as should also direct illumination of the books, etc., by the sun. B.

CHATTANOOGA, TENN.

PERNICIOUS LITERATURE.

THE *National Quarterly Review* for July contains an article on Pernicious Juvenile Literature, bristling with facts, and reaching conclusions which must startle teachers, parents and guardians who have not given much attention to the subject.

After detailing at length the extent to which it is furnished, and pointing out the results upon the character and habits of the young, it suggests the

REMEDIES

to be applied, which will materially check these pernicious results.

It is to these we wish to invite the attention of teachers and parents.

The first remedy is

PARENTAL VIGILANCE.

"It is the parent's duty to know not simply that his boy 'is a great reader.' He should know what the boy is reading. If the youth is a great reader of sensational literature, he is rapidly absorbing poison. The parent should know minutely the character of the mental pabulum upon which his child feeds."

Should any parent neglect this proper vigilance, he need not be surprised if, in the near future, he find his boy's

CHARACTER DESTROYED,

and the hopes that centred in him blasted.

This vigilance should not be applied, however, merely in the way of repression. It is far better here, as in so many other things, to overcome evil with good.

The taste that urges the boy to read these sensational stories is certainly not, at first, morbid. The appetite for the marvellous, the thirst for adventure, within due bounds are legitimate.

The wise parent or teacher will take advantage of them. It is better

TO CONTROL

than to repress.

There is abundance of healthful intellectual food for children and youth in these days. Instead of waiting for his boy to choose reading matter for himself, questionable probably in its character, the wise parent will furnish him reading of a proper kind and in proper abundance, the matter of quantity being of importance as well as quality.

There are periodicals which are full of good things. There are books of history, of travel, of biography, of real adventure, which any one will be the better for reading. When means are wanting to furnish these at home, they can generally be obtained at small cost from a circulating library.

In regions where no library exists, neighbors can easily

FORM CLUBS

for taking periodicals and buying books, to be exchanged among themselves.

The great point is to provide such a supply of wholesome reading that there will be no craving left for that which is hurtful. Such a course cannot fail of good results.

The superintendent of a House of Refuge says that while they stop all the sensational papers which the injudicious liberality of friends furnishes the boys, they give the boys access to a continually growing library of wholesome literature. Not being able to get anything else, the boys read these books, and finally grow fond of them.

If this is true among a class whose taste, in almost every instance, has been perverted, is it not much more likely to be the result in homes where parental watchfulness has anticipated and prevented a perversion of the intellectual appetite?

It should be observed that in some of the States there is a library law, through the operation of which any town desiring it can secure a library. It is only necessary that a few

PUBLIC SPIRITED CITIZENS

interest themselves in the matter. The measure is practicable and efficient. Why should not a town tax itself to furnish that which will prove an education to old and young alike? Properly managed, the town library will be found to be an excellent promoter of morality.

TEACHERS

in our schools, both public and private, can do a great deal toward suppressing the evil among their pupils. They can do more, probably, to direct the taste toward that which is good by creating a love for the best there is in literature. This is as important a function as a teacher can discharge. If he can lead a pupil to a course of proper reading, he is doing more for his pupil's real education than by conducting his recitations."

That article on "Ample Salaries," would make interesting reading in every county paper from Maine to California.

Its truths are not limited by State lines!

Postage stamps taken—five 3 cent ones—for sample copy of this journal.

WHAT TO READ.

IN an address before the annual meeting of the "Society to Encourage Studies at Home," recently held, Oliver Wendell Holmes, among other good things, said:

LIFE

for a man is a sentence of capital punishment, with a respite of a few scores of years. For a woman it is the same, with imprisonment during a large part of the period of respite. As daughter, sister, wife, mother, aunt, grandmother, her work is, in most cases, to a great extent indoor work. There are no bars or bolts to her prison, but she cannot escape from it, as the inmates of our State prisons do sometimes, when tired of the place.

All prisoners find something to do, or they will feed upon their own souls and bodies. You may remember the story of the

BLACK PIN

which the lady wore as a brooch—but it will bear repeating. Her husband had been confined in prison for some political offense. He was left alone with his thoughts to torture him. No voice, no book, no implement—silence, darkness, misery, sleepless self-torture; and soon it must be madness.

All at once he thought of something to occupy these terrible, sleepless faculties. He took a pin from his neck-cloth and threw it upon the floor. Then he groped for it. It was a little object, and the search was a long and laborious one. The eye of the Almighty, says the Eastern story-teller, can see the smallest emmet in the darkest night, on the blackest stone. But the prisoner had not the eye of the Omniscient, and it took him a great while to find the little object he was in search of. At last he found it, and felt a certain sense of satisfaction in difficulty overcome. But he had found a great deal more than the pin—he had found

AN OCCUPATION,

and every day he would fling it from him and lose it, and hunt for it, and at last find it, and so he saved himself from going mad, and you will not wonder that when he was set free and gave the little object to which he owed his reason, and perhaps his life, to his wife, she had it set round with pearls and wore it next her heart.

I was never in jail as a prisoner myself, but I have been quite as badly off as if I had been shut up on a short sentence—confined in quarantine at Marseilles.

What can be worse than that—shut up as an infected person, supposed to carry about with him, not the comparatively harmless implements of a robber or burglar, not the jimmy and the revolver, but the seeds of a pestilence which will decimate cities and devastate whole countries, which makes one the enemy of his race, who may be shot but not be touched, whom one must get to the windward of before speaking to him, and from whom a beggar would not take a dollar unless it had been fumigated.

Well, I found myself imprisoned within four bare walls. I had

ONE BOOK

with me; you know what that book ought to have been, but it was not that. It was an old Latin book—villainous Latin it was written in—a history of some two or three hundred rare medical cases, by Nicholas Tulpus, whose portrait some of you have seen in a famous picture of Rembrandt, or a well-known engraving from it.

How I did read that one book! I was in my twenties then, but I remember many of those cases as I do not any others that I read at that period of my life. I doubt if any man living knows them as well as I do. So much for being shut up, and having but one book to read.

A WOMAN

in captivity to her duties is not reduced to such extremities as those of the unfortunates I have mentioned. Her household labors, whether of work or of superintendence, are varied enough in most cases to avoid unendurable monotony.

Every woman has her needle, at any rate, or had, for I have been told, but hope it is

NOT TRUE,

that some young women of the present day are entirely unschooled in its use. For the lesser troubles of life, when a man takes to his pipe or his cigar, if not to some more potent and dangerous anaesthetic, a woman takes to her sewing or knitting. The needle points are to her nervous irritability what the lightning rod is to the electricity of the storm cloud.

But the work of hemming handkerchiefs and towels, of knitting mittens and even afghans—this and those other household labors from which few are wholly exempted, are not enough to take up all the mental energy of the busiest young woman.

What did they do before the day of PRINTED BOOKS?

They carried the songs of their tribe, of their nation—the songs which were the best part of their literature—in their memory. Now the rivulet which the press poured out four centuries ago has widened with every succeeding generation, till it is no longer a stream within its banks, but an inundation.

Books, reviews, magazines, newspapers come in upon us like a flood, and the landmarks of our old literature are lost sight of, if they are not swept away. There never was a time when young readers were in such need of guidance.

Let me touch very slightly three questions suggested by this state of things.

SHALL WE READ?

—that is, shall we make a serious business of reading?

This seems a strange question to ask, but let me give some meaning to it. It was at the hospitable board of this very house that I heard the late Mr. Edward Everett tell the story of Lord Palmerston, which I have never forgotten and often repeated.

Some one asked him, "Have you

read a certain book?" naming it. "I never read printed books," was Lord Palmerston's answer. Mr. Everett did not explain or account for this answer, so far as I remember, but I suppose he meant that he had enough to do with reading written documents, newspapers, the faces and characters of men, and listening to their conversation to find out what they meant—perhaps quite as often what they did not mean.

Some persons need reading much more than others. One of the

BEST PREACHERS

I have known read comparatively little. But he talked and listened, and kept his mind sufficiently nourished, without overburdening it.

On the other hand, one of the most brilliant men I have known was always reading. He read more than his mind could fairly digest, and, brilliant as he was, his conversation had too much the character of those patchwork quilts one sees at country cattle shows, so variegated was it with all sorts of quotations.

The first time I ever visited Theodore Parker he was not quite thirty years old, and I own that his reputation as a scholar had not reached me. In looking around his library I saw upon his shelves the great series of quartos—which I knew by their titles only, if at all—Brucker's *Historia Philosophæ*.

"You have not read that, I suppose," I said, not thinking that any student, in these degenerate days, grappled with these magathelial monsters of primitive erudition.

"Oh yes, I have," he answered very quietly; and then I, who thought I was dealing with a modest young divine of the regulation pattern, took another look at the massive head of the young man, who has lately been spoken of as the

JUPITER OF THE PULPIT.

Somewhere between these two extremes most of us find ourselves. But we must remember the French saying, "*l'appetit vient en mangeant*," or, as *Hamlet* would phrase it, increase of appetite grows by what it feeds on; and if we do not love books enough naturally we must acquire the habit of loving them; if possible, as people acquire bad habits, that of intoxication or opium-eating, beginning with a little, and trusting that by and by we shall thirst for more.

WHAT SHALL WE READ?

I am very thankful that it does not fall to my lot to answer this question. I do honestly assure you I had rather ask this question of the ladies and gentlemen who have undertaken to direct the home studies of those who are fortunate enough to be under their guidance, than to answer it. What infinite waste of labor might not such guidance have saved me, could I have had it, and had wisdom and good sense to profit by it, at a certain period of my life!

I congratulate you most sincerely and deeply that the thoroughly cultivated intelligence of the scholars who surround me has been made tributary to your advancement in sound know-

ledge and wholesome training. It is a task of great difficulty to point out the proper course for so many minds of different natural aptitudes and different stages of education. In this inundation of literature I have spoken of, most young minds will be overpowered by some flood or other.

The daughters of Danaus are not all dead yet; on the contrary, their number is legion. All those

YOUNG WOMEN

who pass their days and nights in reading endless story books—novels so called, doubtless, from their want of novelty—what are they doing but pouring water into buckets whose bottoms are as full of holes as a colander, and which would have nothing to show if Niagara had been emptied into them?

HOW SHALL WE READ?

I must answer this question very briefly. I believe in reading, in a large proportion, by subjects rather than by authors.

Some books must be read tasting, as it were, every word. Tennyson will bear that, as Milton would, as Gray would, for they tasted every word themselves as Ude or Careme would taste a potage meant for a king or a queen. But once become familiar with a subject, so as to know what you wish to learn about it, and you can read a page as a flash of lightning reads it. Learn a lesson from Houdin and his son's practice of looking in at a shop window and remembering all they saw. Learn to read a page in the shortest possible time, and to stand a thorough examination on its contents.

BRAINS WIN.

EVERYWHERE brains win. One of our exchanges makes the following good points:

BRAIN FARMING.

Some people imagine that farming requires but little outlay of brain-power to make it successful. But as some one has truthfully said, "Brains make the best fertilizer a farmer can use." Take two men, one of them with half the physical strength of the other, the weaker man of the two will accomplish more than the other if he excels the latter in brain-power. We have known large, stout, healthy men, who were hard workers, and yet always on a "stern chase" with their work; they were always in hot water, always poor from the simple fact that their bodies were better than their brains.

If men and women too, would take time

TO THINK

and to plan their work, they would secure much better results than to hurry and scurry about without thought or system.

We honestly believe if every farmer would have a study and library like any professional man, with a few good agricultural papers, and spend an hour or two each day in reading and planning his work, he would secure better results than to spend twice that amount of time in active labor on his farm.

This is the hour and the time for labor-saving inventions in every direction, and no worker can entirely ignore this increased knowledge, and compete with those who keep their eyes and ears open.

SCHOOL MANAGEMENT.

BY J. BALDWIN.

XLI.—Marking.

School mechanism is of necessity simple, and should be educational. Teacher and pupil must be left untrammelled. Spontaneous and glad effort is the law of growth. In so far as mechanism enhances spontaneity, it is desirable; whenever it fetters, or cramps, or represses, it should be modified or thrown aside.

Marking is considered a mechanical necessity in every well ordered school, and when judiciously used is a wise educational expedient. At longer or shorter intervals, nearly all successful teachers, in some way, mark the achievements of their pupils.

OBJECTS OF MARKING.

Every act of the teacher should have a well-defined object. The objects of marking are:

1. *To Stimulate Effort.* The true teacher is delighted with success and grieved by failure. By words, and looks, and marks, he expresses his pleasure or pain. The aim of the pupil in studying should be to know; yet, the recorded approval of the teacher is a strong incentive to effort.

2. *To Indicate the Achievements of the Pupils.* The teacher is thus enabled to do the best for his pupils. It is not wise to trust to memory always. Even the orator finds notes helpful. To the teacher they are indispensable.

3. *To enable the Teacher to make reliable Records and Reports.* Teachers are changed, pupils are promoted, and courses of study are completed. Parents and school officers justly expect trustworthy records and reports. Careful marking furnishes necessary data.

CRITERIA FOR MARKING.

Marking is a difficult art. Effort, attainments, and growth achieved by pupils are to be estimated, and the comparative results are to be expressed in figures. At best, the percentages are but approximate judgments.

1. *Effort Deserves the Fullest Recognition.* Let each step which the pupil accomplishes by earnest effort be indicated, that he may realize his progress. Many a hard-working pupil becomes discouraged and loses heart because he cannot perceive that he improves. As soon as he becomes conscious that he has accomplished a little, he will redouble his efforts to accomplish more. Determined effort deserves all possible encouragement, because it points to boundless possibilities. Well directed and persistent effort ultimately wins.

2. *Originality and Independence deserve Special Recognition.* The pupil is encouraged to work his prob-

lems in his own way, to present his thoughts in his own language, and to form his own views upon every subject. All stuffing, and all glib parrot recitations must be discouraged.

3. *Real Attainments Must Receive Due Credit.* Success is tangible. The pupil masters principles, and readily applies them. He steadily grows stronger as well as wiser.

Marks should as nearly as possible show his achievements and his relative strength.

Remarks.—1. Duly weigh effort, originality, and attainments; mark in view of all. 2. Study your pupils; if you err, let it be in the pupil's favor. 3. Be not an unfeeling marking machine; your mission is to encourage and help. 4. Be impartial; mark favorites below rather than above, and unfortunates above your estimate rather than below. Your feelings may bias your judgment; you must make due allowance for unconscious aberrations.

FREQUENCY OF MARKING.

Once a week does well. For most classes once in two weeks is sufficient. Many teachers find once a month satisfactory and altogether sufficient. Pupils never know when they will be marked. If the mark is low the teacher redoubles his efforts; the pupil is encouraged and tested again and again; if finally merited, a higher mark is inserted in place of the low mark.

Remarks.—1. Marking machines belong to a past age. Few schools can now endure the incubus of daily marking. 2. Daily marking exerts a baleful influence. Pupils are stimulated to study to recite, rather than to know. 3. The business of the teacher is teaching, not marking. Daily marking wastes much of his energy. No marking is better than daily marking. 4. Marking must never interfere with teaching, but must be done at such moments as the teacher is free.

THE SCALE OF MARKING.

By common consent, from 1 to 100 has been adopted as the best scale.

1. 90 to 100 denote *excellent*. These grades should be given only in cases of decided merit. Unmeaning and careless marking does great injury. Flattery is sin.

2. 80 to 90 denote *"good."* These grades indicate decided satisfaction on the part of the teacher.

3. 70 to 80 indicate *passable*. No effort should be spared to bring each pupil up to this standard.

4. *Below 70 means unsatisfactory.* Poor marks should rarely be permanently recorded. Use your utmost resources to secure interest and work. Test the pupil again and again. Wait days and even weeks before finally recording a grade below 70.

Remarks.—1. Pupils may or may not be permitted to see the register. Usually it will be found better not to have the pupils see it.

2. In all reports to parents the words excellent, good, passable, and unsatisfactory are given, and not the figures. The same course is pursued whenever pupils are informed of their grades.

3. The exact figures are for the teacher and his successors.

4. Written and oral work are marked on the same basis.

5. No marking and daily marking are extremes to be avoided. The thoughtful teacher will not mark his pupils more frequently than once a week, nor less frequently than once each month.

6. The pupil is not marked on a single answer or a single recitation, but upon a series of answers and recitations.

STATE NORMAL, Kirksville, Mo.

PERNICIOUS THEORIES EXAMINED.

THE publication of a pamphlet entitled "Technical Education and Industrial Drawing," by Walter Smith, calls attention to a few points which should not be accepted as axioms.

Mr. Smith read this paper at the annual meeting of the Superintendents' Educational Association, held in Washington last February.

While granting that Mr. Smith's remarks were probably caused by a praiseworthy enthusiasm for his specialty, and while assuming that his paper was indorsed as a whole, and without reference to particular points, it still seems necessary to guard against the too ready acceptance of doctrines whose validity is certainly not beyond controversy.

Mr. Smith says: "It may also be stated, that any scheme of education which does not from the first make provision for the gradual acquirement of such technical knowledge and skill at such times and in such ways as the ages and circumstances of the pupils necessitate, is insufficient and not practical, and in dire need of reorganization. Yet that happens to be the case with every scheme of public education administered by city or State authorities in the United States of America to-day."

To this we object: 1st. That while as Mr. Smith says, the foregoing "may be stated," it is unfortunately true that it also may be denied, and that in virtue of the results attained by the education of the times since the Reformation, render it necessary as well as difficult for Mr. Smith to sustain his statement. Neither the majority, nor the wisest of our educational men and women, are satisfied that a technical education for children proposed as a substitute for, instead of as an adjunct to, the present elementary education, would be as practical.

2d. Mr. Smith is unintentionally unfair in singling out Public Education, when it is beyond controversy that Public Education differs (if it differ at all) from Private Education, in quality, and not in the course of study.

3d. The same unfairness appears in speaking of the United States, as though the instruction in England were an apprenticeship rather than an introduction to the elements of knowledge.

We emphasize these points, because some of the enemies of Free Educa-

tion desire nothing better than to strengthen themselves by the authority of those supposed to be "within the fold," and who desire nothing better than the calling upon public schools for an unattainable perfection, while suppressing the fact that the material being the same, the public schools are open to no criticism which is not true in a higher degree of private schools.

Mr. Smith goes on to say, with a courage that would be admirable were there the least danger, "I could have made that statement in many more words, and so have beclouded its meaning that you would not be shocked by it (?); or I might have quoted some one else who said it, and thus have shielded myself from the responsibility of saying it. But I prefer to state it thus briefly, in order that there may be no possible misunderstanding of it, and that those who may wish to attack the statement and its author, may know the cause of war, the man to be assailed, and where to find him."

As the public prints have contained no accounts of any acceptance of this challenge, it may be safe to assume that other educational men, have like ourselves, been interested in looking for the supports of Mr. Smith's assertion, rather than in thinking for a moment of any personal side to the question.

MORE MISTAKES.

IF Mr. Walter Smith had read the article we published in the last issue, from the *Fortnightly Review*, or if he had read what Supt. H. F. Harrington of New Bedford had published "officially," he would have avoided some of these misstatements.

Mr. Smith proceeds to say that "the name of the native-born American mechanic is a synonym for want of skill, and his work for something that will not last."

We inquire whether this startling statement has any support derived from facts.

We think it has not.

"Education is the fitting of youth for the occupations of adult life, and the duties of good citizenship."

Has it ever been true that elementary education undertook to "fit youth for the occupations of adult life," and would any one undertake to show that good citizenship consisted in the knowledge of a trade rather than in the ability to work and a willingness to be industrious, *in addition to* and to the exclusion of other civic virtues?

"The direct and simple object of education has become enveloped in an æsthetic mist of fine phrases, to such an extent that it appears to plain and honest-minded folks, as decidedly too much set up in character, and as hardly belonging to the toiling masses."

Assuming that Mr. Smith would regard this merely as a rhetorical license we must nevertheless object to statements which may so easily be employed by the demagogues. Doubt-

less there is an æsthetic mist as well as the fog of the Philister, but it is certainly unfair to assume that only those are plain and honest-minded people who readily accept the view expressed by Mr. Smith.

We fear that Mr. Smith does not appreciate that in the United States we neither distinguish nor desire to distinguish "the toiling masses" from the toiling few, and that an examination of facts does not confirm the statement that our elementary education (embracing as it does Reading, Writing, Arithmetic, History of the United States, Geography, and in extreme cases, small doses of elementary Physics) is at all "set up" or even ill-adapted to any one who desires anything but the direct training of the shop.

"One of the effects of this present widespread interest, we have no doubt will be the explosion of many educational theories which are now so boldly advanced, the abandonment of the present narrow and over-literary schemes (?), and the establishment on a firm basis, of a system of education answering the needs of the working man and mechanic, the producers of industrial wealth, as well as preparing others for the distribution and appreciation of the products, skilled and unskilled, of the whole country."

"Be it remembered, that it is the work of the hands and brains of these men, that holds the other interests of the State together."

"It is not among those who are employed in trade, agriculture, or the professions, or among the servants of the households, that the State needs to apprehend danger."

The great danger, Mr. Smith asserts, is from the workmen, and yet he considers these the props of the State, and asserts that others are maintained by these.

All Public School men are necessarily friends of the masses, and opponents of all ideas of caste. But many of us having seen the harm resulting from endless declamations about the dignity of farming and the parasitical character of all but the owners of farms, were not surprised that in the fullness of time the Granger movement should follow as a matter of course, and we cannot be expected to deify the mechanic at the present cost of truth, and the future cost of painful correction of evil unnecessarily wrought.

The mechanic is, when an industrious and honest man, as valid a part of our civic life, as any one else,—but he is no more so.

Men in all honorable callings, who possess industry and honesty, are certainly deserving of no less respect than the mechanic, and it is preposterous to destroy the identity of the individual, and attempt in this country to inculcate the doctrine of "industrial worthiness" instead of the great truth that in every calling it is the man that gives character to the calling, and that there is no inherent superiority in the work of day laborers, farmers, mechanics, manufactu-

rers, ministers, lawyers, doctors or teachers.

In conclusion we would have it understood that apart from these pernicious theories, we agree with Mr. Smith in valuing his specialty of mechanical drawing, and in believing that it can with advantage be made to do a useful work.

Furthermore, while it has been necessary to quote Mr. Smith for his statements, we affirm that this arises solely from the accident that he has woven together the arguments of one school of educators who are no friends of Public Education.

We acquit Mr. Smith of any want of interest in the system which he is employed to represent, but we at the same time feel that unproved statements made by one in his position should not be passed over in silence, even when they are but the effervescence of a graceful enthusiasm.

Teachers should see to it that their certificates and contracts too, are filed with the district clerk.

He has no authority for paying out money for wages unless this plain provision of the school law is complied with.

Teachers risk the forfeiture of all their wages if they do not conform to the school law. See sec. 11.

WRITING FOR THE CHILDREN.

HOW few can do it!

Aye, few there be who are able to find the way to interest the children, whether in the public address or by the pen. As we glance at the articles in the religious papers on a Sabbath afternoon, which come under the heading of "Our Young Folks," or "The Home," or "The Family," or "The Children," how few of all which appear from week to week, are at all adapted to their ostensible purpose, viz: the entertainment and instruction of the children—the actual *live* children!

This conclusion is reached from painful personal observation. And yet if we should presume to say to such and such a one, with perchance a distinguished name, "Why my dear sir, or madam, you have not yet learned the a, b, c's of writing for our young folks of five to eight years of age!" we would be regarded as very presuming, almost insulting, or to say the least, lacking in appreciation of the talents that go to make up a first-class writer for the children!

But we mean what we say when declaring that there are but few who seem able to fill the bill in this department, as writers or speakers.

Why, dear Mr. Stilt, or Miss Longa Verba, we just sat down, papa and the two children of five and seven, to read your last article entitled "Our Young Folks," and in three minutes one exclaimed, "I don't want to hear that."

You will doubtless reply that the lack of interest was owing to want of proper training, or of average brightness.

But we assure you, on the contrary, that these children are unusually bright—for, are they not *our* children?

No, no, the trouble is not with the children. Give us a good story, or even a poor story, *well told*, and we will guarantee, Miss Longa, that you will be read with interest by both "our" children and those of other people.

The trouble is you are too stilted when you address the babes! Ten to one you never had any children of your own, Mr. Stilt. Or if you have had, you have forgotten what manner of folks our "young folks" are, of this or any other generation.

"Come let us with our children live," said the model children's man, Frederick Froebel, and he or she who would talk best or write best to them must live *with* them more or less.

It will not do to remain on those exalted stilts, breathing an atmosphere of Latin compounds, which you vainly attempt to hand *down* to the little people who walk lowly and on the ground!

These little ones, whom it is such an honor to address, generally require an Anglo Saxon, monosyllabic diet, wherein and whereby they may live, and thrive, and grow.

But we, that is papa, Alfred and Ethel, notice that Miss Lofty seems either unwilling or unable to use the language of "common folks" like us. When she ought to say "I think," it is "apprehend." For "good," "excellent" is used. For "It was hard to get him along," (the horse) "He was reluctantly persuaded to advance."

For "A fence was around the yard" "encircled" or "enclosed" is used.

And examples without number might be given, at least enough to show, so far as etymology is concerned, just how *not* to speak to children.

It ought to be considered an especial gift or accomplishment to be able to so speak or write to children as to gain their attention, and instruct them.

Writers for the children should be specially rewarded.

If I can be successful in this direction, is it not as grand an accomplishment as to be able to move men?

The children are in the plastic state, and can be moulded by a breath, by a short story, by an example.

If it is a grander opportunity to be able to write the songs of a people than their laws, so is it of more value to get the ear or the eye of the little ones through the child's book or the children's column, than even to write the people's songs.

We may imagine Jesus Christ, as He took the little ones into His own arms, speaking to them; for who can doubt that He did address them?

But what kind of language or expressions is it likely He used?

Not long words made up from other than the native tongue. Not long nor involved sentences.

"He spake as never man spake," but His language was simple, His words short and from the common walks of life.

He was great as a man, but His greatness largely consisted, if we may so say it, in His condescension, His simplicity, and the child-likeness of His language.

What an example would have been our Saviour for those who would address the children, if we had before us His words to them! We have not such sweet words before us. O that we might have had!

But we know two things very clearly. First. He spoke to adults in a direct, simple manner, so that the "common people" flocked to and heard Him gladly. From this fact alone we would infer that when He spoke to the little ones, His words would particularly reach their hearts. This thought is confirmed by the fact that so many mothers brought their children to Him. He blessed them not merely in an official manner, but as a friend and even companion to the young.

And who doubts that He could fondle little children, and verily like a devoted mother talk to them in a way to win affection and regard?

Second. Jesus always spoke of childhood and the children in a tender manner, complimented them in their ingenuousness. "Except ye become as little children," said He; and "Of such is the kingdom of heaven."

But Jesus is so infinitely above man while still with us, that he regards childhood and manhood alike, as it were.

When on a very high elevation looking at terrestrial objects, one sees not much difference between men and children as to outward size.

And Jesus talked to men as to children, and drew pictures to hold up before them illustrating His spiritual thoughts.

So let us who would write for childhood, learn to use the brush of the true artist, drawing the picture truly like the Master, excluding all extraneous objects and all combinations that would confuse the mind and detract from the general impression to be conveyed.

The subject of preaching to children is akin to this, and very important. Let him who would have success put away all pride of intellect, and like the very distinguished German Professor, take off the hat when approaching the young, for they are to become the future legislators, judges, preachers and presidents.

What an art, what a privilege to write or speak to the children!

E. N. A.

In just so far as our teachers elevate the moral tone of their pupils, they depopulate our prisons and penitentiaries, and decrease the expenses. It pays to be a moral as well as a Christian people. Teach your boys and girls to be gentlemen and gentlewomen in the most sterling sense of these words. Fifteen minutes, for instance, could well be spared from some branch of instruction, if they went to make two or three boys feel keenly that *crudely*, of which there is far too much in schools, was a stupid and sneaking thing.

Washington on Swearing.

HEADQUARTERS MOORE'S HOUSE, }
West Point, July 29, 1779. }

Many and pointed orders have been issued against that unmeaning and abominable custom of swearing, notwithstanding which, with much regret, the general observes that it prevails, if possible, more than ever; his feelings are continually wounded by the oaths and imprecations of the soldiers whenever he is in hearing of them.

The name of that Being from whose bountiful goodness we are permitted to exist and enjoy the comforts of life, is incessantly imprecated and profaned in a manner as wanton as it is shocking. For the sake, therefore, of religion, decency and order, the general hopes and trusts that officers of every rank will use their influence and authority to check a vice which is as unprofitable as it is wicked and shameful.

If officers would make it an unavoidable rule to reprimand, and, if that does not do, punish soldiers for offenses of this kind, it could not fail of having the desired effect.

Recent Literature.

EDUCATION, ITS PRINCIPLES AND PRACTICE, as developed by George Combe. Collated and edited by Wm. Jolly, H. M. Inspector of Schools. London and New York: Macmillan & Co.

This is a remarkable volume of 772 pp., divided into six parts, each of these subdivided into several chapters discussing the question of Education in all its various relations to man and to society.

Part first starts with the question, What is Education? Its need and nature?

Part second, What Subject Should be Taught in our Schools? divided into seven chapters, consuming 166 pages.

Part third, How Should Education be Conducted?

Part fourth discusses the question, Who Should be Educated? and under this head we have arguments in chapter first as to the right of the laboring classes to be educated.

Chapter second, The Personal Advantages of Education.

Chapter third, The Social Advantages of Education.

Chapter fourth, The Political Need of Universal Education.

Chapter fifth, Answers to Objections to Universal Education, &c.

Part Fifth—How Should the Education of the People be Carried On?

Part Sixth—What are the Qualifications of a Good Teacher?

The editor, Mr. Wm. Jolly, in concluding his preface, says:

"The book is sent forth to the world with full confidence that it is one of the best contributions ever made to the cause of Education—ultimately, if not immediately, to take an eminent place in educational literature, and to do the highest service in what is of paramount importance to national and universal well-being, the education of our children.

An opinion we most heartily endorse.

ROBINSON'S ARITHMETICS, Iverson, Blake-man, Taylor & Co., N. Y., J. C. Ellis, Agt., St. Louis, hold a place among the very best published. The shorter course in Arithmetic is especially excellent. Two books embrace the full course for district schools.

THE SECRET OF SUCCESS; or, How to Get On in the World. By W. H. Davenport Adams. New York: G. P. Putnam's Sons. For sale by Book and News Co.

There are twelve different subjects or topics discussed in this work, and illustrated by anecdotes from the lives of over two hundred and fifty persons.

The subjects are as follows:

"Time and Its Uses," "Aims in Life," "A Steady Purpose," "The Three Ps, Punctuality, Prudence, Perseverance," "Business Habits," "Business Men, and Business Notes," "The Race and the Athlete," "Self Help," "Reasonable Service and True Success."

If our teachers had such a work as this at hand, so as to illustrate by a living example the worth and wealth of every new topic mastered by their pupils, it would be of the greatest practical value to them.

There is scarcely a lesson or topic touched upon in our schools, but what could be illuminated and vitalized by this work. We beg leave to call special attention to its value, and if our friends would like to secure a copy, we think some very advantageous rates can be made with the publishers to this end.

We need to show pupils how every lesson is of special worth to them.

The following from its "key notes" will give some idea of the value of its contents:

"Men must know that in this theatre of human life it remaineth only to God and the angels to be lookers on."—Lord Bacon.

"There is always hope in a man that actually and earnestly works. In idleness alone is there perpetual despair."—Carlyle.

"When all is holiday, there are no holidays."—Charles Lamb.

"Be not simply good, be good for something."—Thoreau.

We quote passages from some of the subjects in

"AIMS IN LIFE."

"It is the struggle which ennobles us, and not the prize; he who thinks only of the prize, will probably fail in the struggle."

From "A Steady Purpose:"

"The great difference between men, between the feeble and the powerful, is energy—invincible determination—a purpose once fixed, and then victory or death.

That faculty will do anything that can be done in this world, and no talents, no circumstances, no opportunities, will make a two-legged creature a man without it.

Desultoriness is the vice of the age; nothing is thoroughly done, because everybody attempts to do everything."

We see this evil rampant in our schools, the curriculum of which includes as many branches of study as would occupy an average lifetime in only a cursory survey, instead of being spread out before astonished children. From

"BUSINESS HABITS."

"In fighting the battle of life, we must take care, if we would escape without a wound as wide as a church-door, to preserve our self-control.

Self-control is like armor which helps us most when the struggle is sharpest. Until men have learned industry, economy, and self control, they cannot be safely intrusted with wealth.

Never find fault with your tools. To do so is the unmistakable sign of a bad workman.

"Pray Mr. Opie," said a dapper young student to the famous painter, "what do you mix your colors with?"

"With brains, sir," was the significant reply.

That went to the root of the matter; the finest tools are useless without brains.

Talent is power, tact is skill.

Talent is weight, tact is momentum.

Talent is wealth, tact is ready money.

Tact is practical talent. The acme of all faculties is common sense, and common sense is tact."

From "Self-Helps:"

"It is true enough that every barber's boy, however self-helpful or laborious, cannot be Lord Chief Justice of England, but he can be and do something in his own sphere, however limited. He can hew wood and draw water, and he can do this as well as it can be done, instead of in a perfunctory and careless fashion. It is no man's business whether he has genius or not; work he must whatever he is, but quietly and steadily, and the natural and unforced results of such work will be always the things that God meant him to do, and will be his best. If he be a great man they will be great things; if he be a small man small things; but always, if thus peacefully done, good and right; always, if restlessly and ambitiously done, false, hollow and despicable."

PROF. SWING'S MOTIVES OF LIFE, published by Jansen, McClurg & Co., Chicago, has already deservedly passed to a third edition, and its circle of readers widens every day.

The topics treated are "Intellect," "Intellectual Progress," "Home," "A Good Name," "The Pursuit of Happiness," "Benevolence," "Religion."

Prof. Swing says: "In visiting a large forest you cannot bear home with you all its great old trees, only a few boughs from elm and oak, and so I bring here from the inner and outer worlds only a few reminders of great duties and great rewards." But the eloquence, and beauty and simplicity with which these "reminders" are stated, will surely make it a welcome visitor everywhere.

The price is only \$1.00. It is elegantly bound, and printed in clear, large, bold type, just such a book as a teacher would like to put into the hands of a favorite pupil, and just such a book as a favorite pupil would read and cherish.

ELEMENTS OF NATURAL PHILOSOPHY. By Edwin J. Houston, A. M., Professor of Physical Geography and Natural Philosophy in the Central High School of Philadelphia. 320 pp. Eldridge & Bro., No. 17 N. Seventh Street, Philadelphia, Publishers.

One would think that we had, in our present text books, all that we desired on this subject; but there seems a special mission for this modest volume. It comes down to the requirements and capabilities of our common schools, and, foreseeing the great lack of the necessary apparatus in most of our school rooms, it opens, to the ordinary student, the broad underlying facts of the subject, in concise terms, and illustrated by experiments so simple as to be within the reach of all.

The plan is new and well executed, and the arrangement of topics clear and connected, being fully brought out by the elegant typography.

The topics discussed include those recently under consideration, while a syllabus and series of questions conclude each chapter.

After a critical examination we conclude it to be a thorough, simple, and well-executed plan as regards subject matter, and as regards workmanship it fully equals if not surpasses the excellence of finish for which this house is especially noted. We wish it speedy success. It de-

serves it. Its merits when known and fully appreciated will give it a place in the estimation of teachers held by few volumes of such modest pretensions.

The price is \$1.25.

LITTELL'S LIVING AGE.—The numbers of "The Living Age" for the weeks ending July 26 and August 2, contain Malta, and Chesterfield's Letters to his Son, from "Fortnightly"; Food and Feeding, by Sir Henry Thompson, and Our Wheat Fields in the Northwest, "Nineteenth Century"; Gray and his School, "Cornhill"; Benjamin Franklin, "Contemporary"; with the continuation of Jean Ingelow's "Sarah de Berenger"; Miss Keary's Doubting Heart, and Sarah Tytler's "The Bride's Pass," and the usual amount of poetry.

For fifty-two such numbers of sixty-four large pages each (or more than 3,000 pages a year), the subscription price, \$8, is low; while for \$10.50 the publishers offer to send any one of the American \$4 monthlies or weeklies with "The Living Age" for a year, both postpaid. Littell & Co., publishers.

Literary Notices.

The leading article in the *North American Review* for September, is a critical paper by Anthony Trollope, upon "The Genius of Nathaniel Hawthorne." It has an especial interest from the fact that it contains the estimate which one novelist gives of another, where there is the widest divergence between the literary work of the two. He gives the strongest praise to the works of Hawthorne, analyzing the best known of them from a novelist's point of view.

Prof. Simon Newcomb follows with a paper upon "The Standard of Value," in which he discusses the relative merits of the single and the double standard, and the difficulties which must arise from the establishment of either as a monetary basis. His principal topics are the inevitable fluctuations in value of each of the two precious metals used as standards, and the best means of counteracting the evils which necessarily result from such fluctuations. The "multiple standard of value" proposed for this purpose is well known. Prof. Newcomb brings forward a modification of this plan, and suggests that a comparatively stable currency might be obtained by the issue of paper money redeemable not in dollars of a fixed weight, but in such quantities of gold or silver bullion as would have a certain and definite purchasing power to be fixed beforehand. The details and practical working of this plan, which is well worthy of the consideration of political economists, are treated at length, and probable objections discussed with great ability.

"The Diary of a Public Man" is continued. In this is given the secret history of events at Washington during the week next preceding President Lincoln's inauguration, and of the intrigues in regard to the formation of a new Cabinet, and the estimate which public men at that time made of Mr. Lincoln's character. It throws into strong light the immense difficulties with which the latter had to deal, even among those who were most friendly to the new administration.

"Intrigues at the Paris Canal Congress," by A. G. Menocal, is a timely exposure of the plans and scheming of the ring of adventurers who called the Congress together, and using M. Lessep's influence, managed it for the purpose of filling their own pockets. This bit of secret history will be doubly interesting to American readers, since it explains why the Ameri-

can delegates and their project of the Nicaragua route were so ignominiously snubbed.

The number closes with a review of "Three Important Publications," by Mayo W. Hazeltine.

IS LIFE WORTH LIVING? A. Rejoinder. Probably no recent publication has created so great an interest and so much discussion among thoughtful people, as Mallock's "Is Life Worth Living?" G. P. Putnam's Sons have in press, and will issue in a few days, a critical review of this volume, in which the reviewer takes issue with Mr. Mallock, and attempts to prove the fallacy of his conclusions. This monograph is from the pen of a well known writer, and it will undoubtedly be received with much interest by the thousands who have read the latest attempt to answer the question "Is Life Worth Living?"

The next number of *Sunday Afternoon* will be issued under the title of "GOOD COMPANY."

It has always been "Good Company," from the first issue, so good in fact that we could not keep it long.

No publication with which this journal is favored is more thoroughly read than *Sunday Afternoon*, and none we receive is more worthy a careful reading.

It not infrequently happens in this world that a change of name enlarges the sphere of usefulness, and this will not by any means be the first instance in which *Sunday Afternoon* visits have resulted in permanent "Good Company."

The last issue, the September number, is like all its predecessors, a most excellent one. From the article by Noble C. Butler, entitled "The Public School and National Culture," we quote as follows:

"The State seeks to promote by the education of its citizens, their moral and intellectual elevation and advancement, and as a resultant of the spiritual forces thus evoked and energized, its own stability and prescience, its rank and prestige in the general assembly of nations, place and influence."

"In the parliament of men, the federation of the world, the thing is not," says Humboldt, "to let the schools and universities go on in a drowsy and impotent routine; the thing is to raise the culture of the nation ever higher and higher by their means."

POPULAR SCIENCE MONTHLY for September contains "Spiritualism as a Scientific Question." It is a translation of an open letter of Prof. Wundt of Leipzig, to Prof. Ulrich of Halle, on the doings of the American, Slade, in Germany. Ulrich had become a believer, and called upon Wundt to show cause why he also did not accept Slade's claims. Wundt replies in the most ironical and crushing statement that has ever been made upon the subject. But, though peppered with wit and pungency, the argument is close and powerful, and ought to be widely read in this country.

Sir Henry Thompson's elaborate essay on "Food and Feeding" is concluded by a very interesting discussion of wining and dining from a dietetical point of view.

Under the title of "The Classical Controversy; its Present Aspect," Prof. Bain again exposes the fallacious pretenses on which this great hindrance to the progress of scientific education is maintained. He deals with various writers, from J. S. Mill to Bonamy Price, and shows in a conclusive manner the falsity of their positions.

E. V. Blake opens one of the most important of all subjects in a paper on

"Spontaneous and Imitative Crime." The views here presented are such as our publicists should seriously ponder. If crime is imitative, then to mass criminals together is to make crime and aggravate criminality.

There are a portrait and sketch of Prof. George F. Baker, who is this year President of the American Scientific Association. New York: D. Appleton & Co. Fifty cents per number, \$5 per year.

THE AMERICAN NATURALIST. September, 1879. Published by McCalla & Stavelly, Philadelphia, Pa.

In this most entertaining scientific periodical there is an article on "Brazilian Corals and Coral Reefs," which will repay careful perusal. Warren Upham's account of "The Formation of Cape Cod" is completed in this number. "The Hills or Mound-formations of San Diego, California," are made the object of an interesting study by Dr. G. W. Barnes. A useful article on "Insect Powder" is reprinted from the *Canadian Entomologist*, in which we are informed that the different species of *Pyrethrum* furnish the flowers which when powdered are so destructive to insect life. Not only these rarer pests, the cockroaches, fleas, bugs, &c., can be easily exterminated by the Dalmatian powder (which is superior to the Persian) but also the all-prevailing house-fly may be destroyed by the same means—the method being described in the article referred to.

Among the most interesting articles in *Appleton's Journal* for September are the following: "Vivian the Beauty," by Mrs. Anne Edwards; "A Venetian Night," by Charlotte Adams; "How to Popularize Wordsworth," "An Hour with Thackeray," by John Esten Cooke; "The Critic on the Hearth," by James Payn; "Russian Conspiracies," by Karl Blind. The editors table contains: "About Melancholy Again," "The Poetry of the Familiar," "The Honors to the Prince Imperial," &c.

Appleton's Journal is published monthly at 25 cents per number, or \$3 per annum. D. Appleton & Co., Publishers, 549 and 551 Broadway, New York.

Missouri Items.

Great educational activity characterizes nearly every section of the State. Despite law, the large number of successful Normal Institutes held from two to four weeks, indicate the spirit of the teachers.

Lancaster. "This week closes our Normal Institute. We have held a session of four weeks with good results. The attendance was not large, but the teachers were in earnest and did their work well. By this move, Schuyler county has taken a grand step forward in education. Much credit is due C. C. Fogle, County Commissioner, for the zeal he has manifested in his work, and for the steps he has inaugurated and carried out for the advancement and elevation of the schools of this county. Schuyler will have a looming institute next year. W. E. T."

Bethany. Over 100 teachers attended the Harrison County Normal Institute, which continued four weeks. Prof. J. R. Kirk, the School Commissioner, by his enthusiasm, his wise management, and his untiring efforts, is revolutionizing the educational work in Harrison county.

Rockport. We had the pleasure of spending one day in the Normal Institute at this place, and are glad to say that we have found no better institute in any State. Atchison is a model county. The people are determined that her educational facilities shall equal her boundless material resources.

Prof. W. T. Drake, School Commissioner, has done a great work here. Fortunate is the county that secures and sustains such a leader! From Prof. Drake we obtain the following facts:

Atchison county sustains her schools for eight months annually. Teachers' wages are advancing. During the coming year the male teachers will receive from \$40 to \$55 per month, and female teachers a little less. The new school houses being built in various parts of the county are models, costing from \$800 to \$1500. Most of the schools are supplied with apparatus. We sustain a Normal Institute four weeks annually, with an attendance of about 100 teachers, who contribute \$3 each, annually, which gives us an ample institute fund. We pay Prof. R. C. Norton of the Warrensburg Normal School, \$125 for conducting our present institute, and he is doing magnificent work. We will have a balance of nearly \$200 in the treasury after paying all expenses.

Southeast Missouri. Space does not permit us to give in detail the mighty work being done in this part of the State, under the lead of Profs. Dutcher, Henry, McGee, Lynch, and a host of others. The reports received are most cheering. All honor to the brave men and women who are winning success in the face of almost insurmountable difficulties.

Southwest Missouri. This grand region is up and doing. Pres. Osborne of the Warrensburg Normal, leads the advancing hosts. The faculty of Drury College and the principals of nearly all the graded schools are spending the vacation in institute work. All praise to these noble men and women who realize that "Bliss is in action, and not in ease."

St. Louis. What is St. Louis doing to build up education throughout the State? Where are her thousand principals and teachers? Are their clarion voices heard throughout the State encouraging their rural brethren, and disseminating better methods?

Where, oh where are the mighty educators of St. Louis? North Missouri sends no tidings of their brave deeds. The reports from South Missouri are as silent as the grave with reference to our St. Louis heroes.

Is this inaction and seeming indifference worthy of a great city, boasting the best school system in the world? Can St. Louis educators afford to sit idly by while our brethren in the field are fighting a desperate battle for educational supremacy in Missouri? B.

Oskaloosa, Iowa.—Prof. Laughlin writes: "Normal Institute just closed—enrolled 266 teachers, and the work was a grand success."

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Fever and Ague, Intermittent Fever, Chill Fever, Remittent Fever, Dumb Ague, Periodical or Bilious Fever, &c., and indeed all the affections that arise from malarious, marsh, or miasmatic poisons.

R Has been widely used during the last twenty-five years, in the treatment of these distressing diseases, and with such unvarying success that it has gained the reputation of being infallible. The shakes, or chills once broken by it, do not return, until the disease is contracted again. This has made it an accepted remedy, and trusted specific, for the Fever and Ague of the West, and the Chills and Fever of the South.

Ayer's Ague Cure eradicates the noxious poison from the system, and leaves the patient as well as before the attack. It thoroughly expels the disease, so that no Liver Complaints, Rheumatism, Neuralgia, Dysentery, or Debility follow the cure. Indeed, where Disorders of the Liver and Bowels have occurred from Miasmatic Poison, it removes the cause of them, and they disappear. Not only is it an effectual cure, but, if taken occasionally by parties exposed to malaria, it will expel the poison and protect them from attack. Travelers and temporary residents in Fever and Ague localities are thus enabled to defy the disease. The General Debility which is so apt to ensue from continued exposure to malaria and miasm, has no speedier remedy.

For Liver Complaints, it is an excellent remedy. Prepared by DR. J. C. AYER & CO., Lowell, Mass., Practical and Analytical Chemists. Sold by all druggists and dealers in medicine.

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The Blackboard has now become an indispensable article, not only to School Teachers and Sabbath School superintendents, but also to all classes of instructors, including mothers at home, lecturers and professors, and it is admitted by all, that in no way can impressions upon the memory of the children be made so lasting, as by means of illustration upon the blackboard. Superintendents of Sabbath Schools will find the style "A" blackboard peculiarly adapted to their wants, as the illustrations may be drawn at leisure during the week, and the board then rolled up and carried in the hand to the school.

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Style A, No. 1, 2x3 feet (see cut)	\$1 00	Music lines extra	\$1 00
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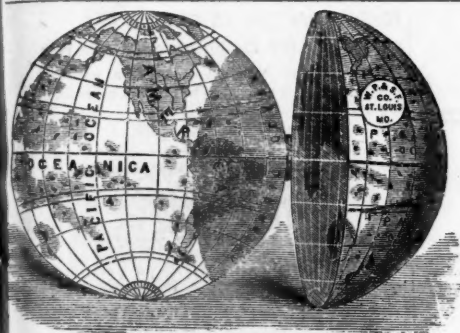
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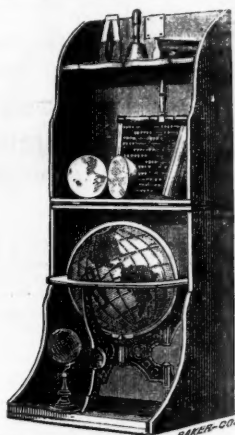
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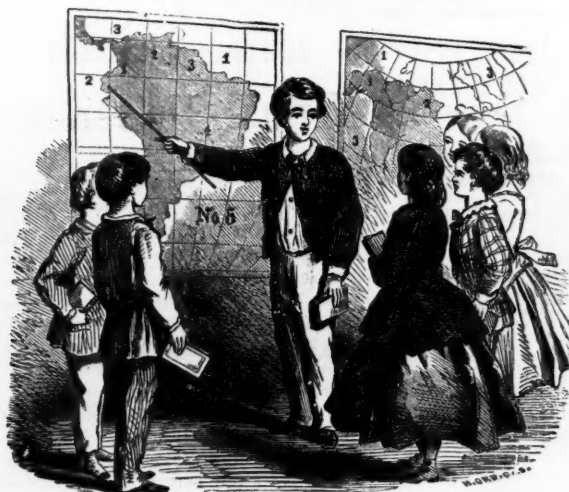
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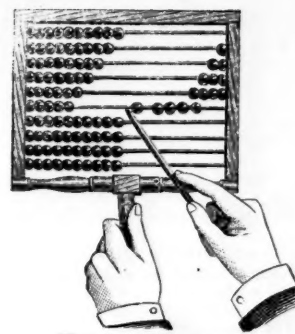
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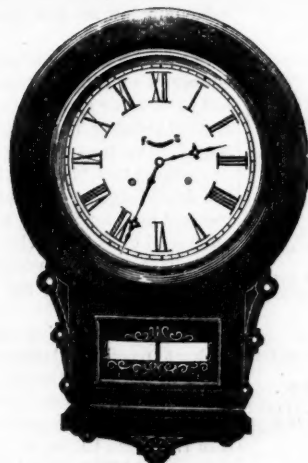
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